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ABSTRACT

A kindergarten teacher implemented a practicum with her students in an effort to improve their receptive and expressive vocabularies. Five kindergarten students were selected from the 23 identified as language-impaired. Four of these five participated in the practicum to its completion. During a 10-week period, target children were involved in language-based activities in learning centers and small groups. Activities included games and manipulation of concrete objects. The games required children to match sounds and rhyming or positional words, or to classify objects. Activities for each of the ten weeks of the practicum are described. Daily observations and weekly evaluations indicated that the receptive and expressive language skills of the children improved. In addition, children's positive self-concepts were enhanced. Appendices provide a weekly guide to activities, an observation checklist, and a weekly evaluation form consisting of 10 language skill tests. (RH)

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IMPROVING LANGUAGE SKILLS OF KINDERGARTENERS WITH DEFICIENT RECEPTIVE AND EXPRESSIVE VOCABULARIES

by

Etta L. Haygood

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A Practicum Report
submitted to the Faculty of the Center for the Advancement of Education at Nova University in partial fulfillment of the requirements for the degree of Educational Specialist in Early Childhood

The abstract of this report may be placed in the School Practices Information Files for reference

July/1989

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AUTHORSHIP STATEMENT

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my work, presented here, will earn similar respect.

Etta L. Haygood

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Practicum Title Improving Language Skills of Kindergarteners With Deficient Receptive and Expressive Vocabularies

Student's Name Etta L. Haygood

Program Site Jacksonville Date 4/89

Observer's Name Sherron Kenski Sherron Kenski
(please print---------and sign)

Observer's position Principal Phone # 725-5122

Observer's comment on impact of the project (handwritten):

The development of receptive and expressive language is of primary importance to the student's total development. The impact of the project is most significant in addressing an area of concern and need. The improvement in vocabulary skills increases the students comprehension & academic performance.

CHAPTER 1

Purpose

Students chosen for this project were part of an elementary school community that was comprised primarily of pupils that resided either in the immediate surrounding neighborhood or were bussed in from other designated neighborhoods throughout the city. As the feeder neighborhoods were a reflection of many points on the economic spectrum, students proved to have varying needs. The needs of the school community itself were undergoing changes directly proportional to the changes in the socioeconomic status of the feeder neighborhoods. The economic status of the surrounding neighborhood remained in a state of change due to the ongoing conversion of apartments to private ownership being brought about by the Department of Housing and Urban Development (HUD).

Parental support for the school was good. This remained true in spite of the fact that many families in the school community were fragmented. Fewer and fewer families appeared to remain

intact. Many students came from homes with two natural parents where both parents were employed. Other students lived in a single parent dwelling where the existing parent may or may not have been employed. Still others came from families that included a stepparent or even foster parents.

Enrollment at the school was on the decrease. This may have been caused by many reasons. Among those was the fact that the school population had a higher mobility rate than it had in the past. This may have been due to the socioeconomic changes already cited. Also, many of the homes once occupied by families with elementary school aged children were being occupied by families with older children. Other families had children that were not yet of school age.

The total school enrollment was estimated to be 688 students. Approximately 50 percent of those students were white. The other 50 percent were considered minority students. The school had 26 classrooms for kindergarten through grade five. The average enrollment for kindergarten classes was 22. To meet special needs for qualifying students, the

school also provided a full time guidance counselor, primary resource teacher, additional exceptional education teachers, a full time speech and language pathologist and Chapter I teachers.

Many educators at the school had observed and expressed a concern about the poor development of the receptive and expressive vocabularies of their students. There appeared to be some correlation between the deficiency in children's vocabularies and the fact that parents were perhaps not spending the quality time needed with their children. This seemed to be largely due to the additional demands caused by financial or career obligations. It was thought that early development of these skills might be critical. As the writer of this project study is a kindergarten teacher responsible for planning and implementing a kindergarten curriculum, it was believed that attempting to develop these communication skills in the early stages of the education process would help the child to be more successful in the future.

It was believed that improvement of these communication skills would have a positive impact

on the self-concept of students. They would be provided with a stronger foundation in the learning process. This could generate an inquisitive desire to learn and in turn better prepare them for success in first grade. It was also hoped that this project would have an impact on the necessity for a language development program in the school system that would emphasize receptive and expressive vocabularies.

Research indicates a need for improving receptive (listening) and expressive (speaking) vocabularies in young children. This is evident by the tremendous focus placed on delayed language in the school system. Numerous amounts of students are identified yearly for assessment.

In the target school, the problem with deficiencies in receptive and expressive vocabularies was evident by the number of students that were eligible for language impaired classes. Out of an enrollment of 88 kindergarten students, 23 were identified for attendance in classes for the language impaired. This language deficiency was also evidenced by the high number of students that were being retained in kindergarten. In a review of the first grade Stanford Achievement Test (SAT) scores for first

grade students, indications were that even students going on to first grade were scoring below the norm in vocabulary and listening skills.

A deficiency in receptive and expressive vocabularies was observed in the five kindergarten children selected for this project. Upon entrance into kindergarten, these students were administered the Developmental Indicator of the Assessment of Learning (DIAL). This readiness test show evidence that these students were developmentally low in basic skills. The Florida Language Screening System also indicated a deficiency in receptive and expressive vocabularies. Because of this deficiency, necessary classroom skills such as listening to and following directions, giving appropriate responses to questions, recognizing similarities and differences in sounds, classifying objects and repeating rhymes and sentences were affected. As a result of classroom observations and testing, these students qualified for language development intervention in the Preventative Strategies Program (PREP).

The kindergarten language curriculum in the target school was implemented by using a structured approach, with many teacher directed activities.

Learning centers were academically oriented. Children were involved in many tasks that required visual and fine motor skills. This writer believes that children should be provided with auditory, visual and kinesthetic experiences. Many opportunities should also involve interacting with adults and peers. It was also felt that the ability of children to listen to and express what they have understood is indicative of how they are functioning in the classroom. The purpose of this project was, therefore, to provide a language program that could improve the receptive and expressive vocabularies of children that fall below the accepted range for their age level.

This project was implemented over a period of ten weeks. The writer's objectivew were: (1) to devise methods that would be appropriate to improve receptive and expressive vocabularies of the kindergarten children; (2) to provide experiences that would instill positive self-concepts and meet the needs and interest of the group; (3) to better prepare these students for first grade.

To assess this program, two screening instruments were employed. They were the Peabody Picture Vocabulary Test-Revised (PPVT-R) and the Expressive One Word Vocabulary Test (EOWVT). These tests were administered

before and after the implementation of this project. The writer felt that 80 percent of the kindergarten students participating in this project should improve their standard scores in receptive and expressive vocabularies to a score of 80 or above. A score of 80 was selected because a county wide score of 85 or below is necessary to qualify for the language impaired program in this school system. These target students were to receive remedial help. For maximum results, the writer's efforts were correlated with that of the speech pathologist.

CHAPTER 2

Research and Solution Strategy

This literature review revealed that there were several theories used to improve receptive and expressive vocabularies. One theory advocates that language programs should reflect the natural learning ability of the child and should assist in social, emotional, physical and intellectual growth. Language programs of this type are child-centered. Children are encouraged to listen and verbally express themselves as they engage in stimulating language activities. Emphasis is also placed on interaction between the child and adult or peers. The following are methods that focus on the natural learning abilities of children:

The use of language based activities is a method that is used widely to improve language skills. Simonds (1975) suggested activities that emphasized enriching the language environment. These activities provide opportunities for children to manipulate objects and participate in games. This approach also includes storytelling (oral and dictated), poetry and fingerplays.

Another prominent approach used to improve listening and speaking abilities focuses upon recordings. The tape recorder and language master are frequently used. Lambert (1980) believes that "Listening can be encouraged through the use of tape recordings of common environmental sounds." In this method children listen to sounds of the environment and identify what they have heard. The tape recorder provides practice in speaking as children dictate sentences, stories or nursery rhymes. Teachers have also found that the language master is useful in that it provides visual, auditory and kinesthetic clues for the listener. A variety of language master cards can be made available for children to correlate with their needs and interests.

An additional method designed to improve this deficiency is through the use of musical activities. Teachers dealing in this area have found that clapping and tapping patterns along with word improvision help improve language skills considerably. Dumtschin (1988) suggest that songs with refrains or patterns allow for practice in grammatical form. It was also suggested that substitute songs such as "Old MacDonald" can facilitate concept development.

Another researcher Barbe (1979) believes that teaching strategies and activities should center around the modality strengths of children. Modality strengths are defined as any of the sensory channels through which an individual "receives" or "retains" information. Language activities are based on the visual, auditory and kinesthetic (large and small muscle movements) modality strengths of the children.

Developmental kindergartens supported by Davis (1989) are designed to improve receptive and expressive vocabularies. Language experiences are child-centered and children are provided with self-directed activities. Kindergarten teachers in the developmental program encourage children to listen, to express themselves, and to make logical choices.

Other techniques that were suggested by Garrad (1987) are modeling and expansion. In modeling, the adult uses correct grammar when involved in dialogue with children. In expansion, the adult restates what the child has said in order to make a logical and complete statement. When an adult expands what a child has said, the child becomes involved naturally in the dialogue rather than by being corrected or drilled in language form.

A contrasting theory that is used to improve receptive and expressive vocabularies is through the direct teaching of language skills. This theory contends that language skills are improved as a result of imitation, reward and structured learning. The following are methods that are used in the direct teaching of language skills:

The direct instructional approach is a method that is described by Morrison (1984) in which instructional kits are used in the direct teaching of language skills. The language kits that were discussed are the Peabody Language Development Kit and the Distar Language Instructional System.

The Peabody Language Development Kit is designed by Dunn (1969) and other educators associated with the George Peabody College for Teachers in Nashville, Tennessee. All levels provide materials that encourage children to use their sense of touch, sight and sound. This program also advocates expression at the vocal and motor levels through saying and doing.

The Distar Language program suggested by Engelmann and Osborn (1969) is a structured approach to teach language skills. These researchers believe that language deprivation is synonymous with cultural

deprivation and that children who are deprived in language when they come to school will not understand the language instruction. This program recommended that lessons proceed from simple word recognition to development of complete sentences. Teachers work in small groups using repetitive drill in choral and individual responses. Children are rewarded with verbal praise showing teacher approval or with external reinforcement.

The cloze procedure is another approach that is used for the direct teaching of language skills. This approach was discussed by Pearson and Fielding (1982) as a method found to be effective for improving listening comprehension. Kindergarten teachers have found the cloze procedure to be effective when children listen to stories and respond verbally by answering questions. Stories are presented by the following procedure: First, the teacher presents a story orally while the student listens. Second, the teacher presents a sentence with one or more words deleted. Third, the student responds by providing the missing words. In conclusion these researchers believe that the direct teaching of language skills is more effective than incidental approaches.

After reviewing the literature for methods and techniques to improve language skills for children who are deficient in receptive and expressive vocabularies, the writer selected three approaches for the design of this project. The following are the methods of choice:

First, language based activities have been proven effective by teachers who have encountered this problem. These activities provide opportunities for children to increase their vocabulary by verbally interacting with other students and their teacher. They are given the opportunity to actively participate verbally and to manipulate concrete and semi-concrete objects.

Second, recordings made on a tape recorder and language master were chosen by the writer as a valuable approach. Recordings were proven to be effective as children use these to help them discriminate between sounds, dictate sentences, fingerplays and nursery rhymes.

Third, musical activities were included to stimulate interest and enjoyment for listening and speaking. These activities involved improvising words in songs, using clapping and tapping patterns and discriminating sounds of musical instruments.

These three methods were selected because it was felt that they were the most appropriate for meeting the needs of the total child, socially, emotionally, physically and intellectually. Through this approach, receptive and expressive vocabularies as well as self-concepts would be improved. The design for this project is based, therefore on the natural learning abilities of children and the developmental theories of early childhood education.

CHAPTER 3

Methodology

Resources

In preparation for the implementation of this project, it was necessary to organize language activities, secure materials and equipment and arrange the physical environment.

The language activities and materials that were secured for the design of this project's implementation came from many sources. Many of the games were teacher made. Others were commercial. Many of the selected activities correlated closely with the Individualized Management System (IMS) that is used for language development by the county. Consideration was also given to the modality strengths of the children. This provided auditory, visual and kinesthetic experiences.

It was also necessary to allocate classroom space for easy access to materials. Children needed space in which they could participate freely on an individual or small group basis. The classroom was arranged to resemble an open classroom. It

featured learning centers placed around the room. Equipment such as the language master , tapes, listening station and records were placed in appropriate centers.

Assistance was received from the principal, speech pathologist, counselor, primary resource and kindergarten teachers. These resources provided valuable information concerning thinking strategies, materials, and monitoring tools that have proven to be effective methods of improving language skills. These people, used as resources, provided feedback from classroom observations. Input was given in the way of recommendations concerning the needs and interests of the target group. An observation was also made of a Developmental Kindergarten within this school system. This observation provided a better perspective of strategies that are used in a developmentally appropriate kindergarten to develop receptive and expressive vocabularies.

Teaching Strategies

The students that participated in this project were provided with ten weeks of stimulating language activities to improve their receptive and expressive vocabularies. The language skills that were selected to improve this deficiency provided experiences in listening, speaking and vocabulary development. The strategies that were used to teach these skills were language based activities, recordings and musical activities. These activities provided visual, auditory and kinesthetic experiences for these children. The target group participated in these activities through learning centers independently or by a small group experience. Included is a "Weekly Guide of Activities" (Appendix A:35) that were used for the implementation of this project.

The children participated in language based activities which included games and the manipulation of concrete objects. These games required the child to match sounds, rhyming words, positional words or to classify objects. These activities were completed by the child either independently or in a small group. The teacher observed the students, interacted verbally with them and monitored their progress. A teacher

assistant was also available two days a week to provide help. At the completion of an activity, the children were given progress stickers that were placed on an activity sheet as positive reinforcement. Language based activities also provided experiences for these children to participate in fingerplays, roleplay and dramatize stories.

Recordings provided auditory experiences. A listening center was provided with earphones, tapes, tape recorder, language master and cards, records and a record player. At this center, students listened to teacher made tapes and sequenced pictures. The tape recorder was also used for other activities such as recording a familiar nursery rhyme or dictating a sentence about a personal experience. The language master was used for repeating number patterns and for the discrimination of letters, sounds and words. Story records were included for children to develop an appreciation for listening.

Musical activities provided kinesthetic experiences as children participated in movement activities. Records were the primary resource used for these activies. Children verbally expressed

themselves as they improvised words in songs and listened to and repeated tapping and clapping patterns.

The language skills that were selected to improve receptive and expressive vocabularies were introduced weekly by the following procedure:

Week one: The instructor initiated the project and administered pre-test. Students listened and discriminated between words auditorily.

Week two: Students listened to and repeated tapping and clapping patterns.

Week three: Students listened to and improvised words in songs.

Week four: Students listened to and followed a three step task such as, "Stand up, turn around and sit down."

Week five: Students spoke in a complete sentence using five or more words.

Week six: Students listened to and recalled a sequence of sounds, pictures, letters or numbers.

Week seven: Students listened to and identified rhyming words.

Week eight: Students recited a nursery rhyme, fingerplay or poem.

Week nine: Students listened to a simple story and responded by answering questions about the story.

Week ten: Instructor reviewed and evaluated project.

Although these language skills were introduced weekly, learning centers were still available for children to use as free choice activities and for review.

Monitoring

This project was monitored by observation, teacher-made, county-wide and standardized tests. Daily observations were made as children were engaged in language activities. These observations were recorded on a language skills evaluation checklist. (Appendix B:46) Teacher-made and county-wide tests were used to monitor progress weekly. These tests indicated whether a child had mastered a language skill. (Appendix C:48)

The Peabody Picture Vocabulary Test-Revised and the Expressive One Word Vocabulary Test were administered as pre-test and post-test for this project. These standardized tests were useful to assess the receptive and expressive vocabularies of the target group before and after the implementation of this project.

Evaluation

The resources, teaching strategies and monitoring instruments that were used for the implementation of this project were felt to be appropriate to improve receptive and expressive vocabularies. This approach is also recommended to other kindergarten teachers who may have a similar problem. In order to achieve this success it has required research, analysis of language acquisition and a knowledge of child growth and development. Because of the needs, interests and abilities of children it was necessary to provide appropriate materials, language activities and monitoring techniques. This language approach also requires parental involvement, a full time assistant, adequate classroom space, and a small class size.

Of the five students that were selected to participate in this project, only four remained at the conclusion of this project. One student was excluded because of a school transfer.

CHAPTER 4

Results

The primary objective of this project has been to devise methods that would be appropriate to improve receptive and expressive vocabularies. The writer believes that this objective was accomplished and that the children who participated have benefited by the methods that were provided. This is further supported by daily observaion, weekly evaluation and standardized tests.

Daily observations revealed that these students' receptive and expressive vocabularies had improved. They began to share ideas, participate in conversation, listen to and successfully complete activities independently or in a small gdoup.

The results of weekly evaluations indicated that these children were able to master 80 percent of the language skills that were introduced. The skills that continued to need improvement were listening and following a three step command and listening comprehension.

WEEKLY LANGUAGE SKILLS EVALUATION

STUDENT	LANGUAGE SKILLS								
	1	2	3	4	5	6	7	8	9
1	1	1	1	2	1	1	1	1	2
2	1	1	1	2	2	1	1	1	2
3	1	1	1	2	1	1	1	1	2
4	1	1	1	2	1	1	1	1	2

Key: 1 Mastered

2 Need Improvement

Weekly Language Skills

1. Discriminate Words Auditorily
2. Repeat a Rhythm by Tapping and Clapping Patterns
3. Improvise Words in a Song
4. Follow a Three Step Command
5. Speak in a Complete Sentence of Five or More Words
6. Recite Numbers/Prescribe Patterns
7. Identify Rhyming Pictured Objects
8. Recite a Nursery Rhyme, Poem or Fingerplay
9. Listen to a Story/ Answer Questions

Evidence of success was also measured by standardized tests. The results are as follows: On the Peabody Picture Vocabulary Test-Revised used to assess receptive vocabularies, the average pre-test standard score was 78 and the average post-test standard score was 82. On the Expressive One Word Vocabulary Test used to assess verbal abilities, the average pre-test standard score was 75 and the average post-test standard score was 80.

The results of these tests indicate that all of the children that remained in this project improved their standard score to 80 or above. Although these children had made a gain in their receptive and expressive vocabularies they will continue to require intervention in the language impaired program in first grade.

Another objective of this project was to provide for the needs and interests of these children and instill positive self-concepts. This was accomplished by providing materials and activities that were designed to correlate with the needs and interest of these children. Positive self-concepts were enhanced as children completed an activity successfully and gained a feeling of accomplishment.

It is difficult to determine whether these kindergarteners will be successful first graders. This is due to their present level of achievement, past experiences, and the academic requirements in first grade. Many of these students are beginning to show improvement in listening and speaking, and the writer plans to inquire about their progress. It is also believed that through intervention these children will continue to make progress.

This project has been very beneficial to the writer. The results have provided evidence that this deficiency is a contributing factor to other areas of success such as listening comprehension, vocabulary, and verbal communication. It has also provided a means to analyze the language skills and teaching strategies that were being implemented in this school system. The research has also revealed that there are strategies that can be used to improve this deficiency and that there is a necessity for early childhood programs to provide experiences that will improve receptive and expressive vocabularies.

CHAPTER 5

Recommendations

As this project comes to a conclusion, the writer plans to share the results with other educators who may find them helpful. As many students have exhibited similar problems with receptive and expressive vocabularies, a project in techniques to alleviate this problem may prove a helpful tool in determining effective techniques. This project will also be shared with the professional library in this school district.

It is hoped that there will be continued research in this area by professionals in the field of education and that other kindergarten teachers will continue to implement projects to alleviate this problem for children at an early age. It is also hoped that the activities used in this project might become a part of the county kindergarten curriculum to help children that are deficient in this area of language development.

Because of the needs, interests, abilities and experiences of young children, parental involment is

necessary. Parents could be informed concerning the importance of language development through school newsletters, handbooks, conferences and workshops.

To enable teachers to provide optimal classroom experiences, money should be allocated for teachers and for teaching assistants. Adequate classroom space, small class sizes, more equipment and materials should be provided. Funds should also continue for language intervention programs and resource teachers.

It is also recommended that preschool programs provide experiences that will enrich vocabulary. Many children attend these centers at an early age without experiences in talking to other children or adults and are influenced by what they learn. Many language experiences relate directly to success in kindergarten such as, learning names of things, speaking in a complete sentence, following directions and interacting with peers and adults.

Kindergarten teachers and first grade teachers should make a concerted effort to strengthen receptive and expressive vocabularies. Efforts should be combined to correlate material, experiences and methods of teaching.

The ultimate goal of this project has been to find appropriate methods to assist students to achieve more success with listening and speaking skills. It is the writer's belief that the experiences that were provided in this project have stimulated learning socially, emotionally, physically and intellectually.

Annotated Bibliography

Teaching Through Modality Strengths

Barbe, Walton (1979). Teaching Through Modality Strengths. Concepts and Practices. Columbus Ohio: Zaner and Company, Inc.

The approach described in this book provides teachers with methods to identify modality strengths of children and recommends strategies to capitalize upon their learning strengths. Teaching through modality strengths entails providing visual, auditory and kinesthetic experiences for children.

Developmentally Appropriate Kindergartens

Davis, Michael (1989) Preparing Teachers for Developmentally Appropriate Kindergarten Classrooms. Dimensions. 17, 4-7.

This article points out the tremendous benefits developmentally appropriate kindergartens will provide for young children. This approach assist children in growing socially, emotionally, physically and intellectually.

Using Music to Improve Language Skills

Dumtschin, Joyce (1988). Recognize Language Development and Delay in Early Childhood. Young Children. 43, 16-24.

This researcher suggested the use of music to improve language skills in that songs with refrains or patterns allow practice in grammatical forms.

Oral Language Program

Dunn, Lloyd (1968). Peabody Language Development Units Manual for Level #P. Circle Pines, MI: American Guidance Service.

This language manual is used with the Peabody Language Development Kit: Level P. Oral development is stressed and children are encouraged to use their sense of touch, sight and sound.

Direct Instructional Approach

Engelmann, S., J. Osborn and T. Engelmann (1969). Distar Language I, Teacher's Guide. Chicago: Science Research Association.

The Distar program is a structured approach to teach language skills. This program prescribes classroom management techniques, instructional methods and group management techniques.

Teacher Modeling and Expansion

Garrad, Kay (1987). Helping Young Children Develop Mature Speech Patterns. Young Children. 42, 16-21.

This article points out the importance of teacher modeling and expansion to facilitate language development. Through this technique, the child becomes involved naturally in the dialogue rather than by being corrected or drilled in language form.

Strategies to Improve Listening Skills

Lambert, F. (1980). Listening and Language Activities for Pre-School Children. Language, Speech, and Hearing Service in School. 11, 111-117.

This article indicates that effective language involves listening and speaking. It suggests that listening skills can be improved through the use of tape recordings of common environmental sounds.

Language Development Programs

Morrison, George (1984). Early Childhood Education Today. Columbus, Ohio: Charles E. Merrill Publishing Company.

This book discussed current trends in early childhood education. A chapter on the acquisition of language, examines and evaluates contemporary language development programs.

Improving Listening Comprehension

Pearson P. and Fielding L. (1982). Listening Comprehension. Language Arts. 59, 617-629.

The cloze procedure was found to be an effective approach to improve listening comprehension. These researchers suggests that the direct teaching of listening strategies appears to help children to become more conscious of their listening habits.

Language Based Activities

Simonds, Lynn (1975). Language Skills for the Young Child. San Francisco: Research Associates.

This book explains the importance of providing language activities for young children. These activities provide opportunities for children to manipulate concrete and semi-concrete objects. This approach also includes storytelling, poetry and fingerplays.

WEEKLY GUIDE OF ACTIVITIES

Week 1

Skill: Discriminate Words Auditorily

Objective: Given pairs of words orally, the student will correctly identify the pairs containing identical words.

Materials: Plastic Easter eggs
Small objects to place inside the eggs:
1. pennies, 2. popcorn, 3. pebbles, 4. marbles, 5 clips

Strategies: Collect one dozen plastic eggs. Fill eggs with small items, such as, pebbles, pennies, popcorn, marbles and clips. The student shakes the egg and tries to determine the ones that match.

Listening Game. Language Master Activity:

Direct students to clap if word pairs are the same.

buzz-buzz	man-man
here-here	ran-ran
fed-led	for-for
ball-ball	dog-bird

Week 2

Skill: Repeat a Rhythm by Tapping and Clapping Patterns

Objective: The student will listen to tapping and clapping patterns and repeat what they have heard.

Materials: Recorded music
Rhythm sticks

Strategies: The teacher claps and the student listens. The student tells how many claps they hear.

The teacher claps out simple patterns 2, 3, or 4 claps. Have student repeat the pattern.

A student can be the leader and create a pattern for their classmates to follow.

Using musical recordings have the student clap the steady beat.

Have students tap steady beat using rhythm sticks while listening to music.

Using language master cards the student will reproduce the pattern by clapping.

Week 3

Skill: Improvising Words in a Song

Objective: The student will listen to a song and improvise words.

Materials: Songs

Strategies: Have student to improvise words in the following:

1. "Old Mac Donald"
2. "She'll Be Coming Around the Mountain"
3. "If You're Happy and You Know It"

The teacher introduces beginning sounds with a song.

Example: Beginning Sound "H"

"Happy, Hippo have you any hair?"

The student will improvise others words such as:

Happy, Hippo have you any hugs, hammers, or hats.

Week 4

Skill: Follow a Three Step Command

Objectives: Given different sets of three directions, the student will follow the directions in order.

Materials:
Book
Pencil
Chair
Tape Recorder
Records/Record Player

Strategies: Give the student simple directions for performing a three step task.

a. Stand up, pick up the book, and turn around.

b. Clap your hands, touch your toes, touch your eyes.

c. Pick up the pencil, sit in the chair, close your eyes.

Tape record three step commands. Have students follow directions independently.

Play games that require students to listen and follow directions (Simon Says).

Listen to recordings and follow specific directions (Hokey Pokey).

Week 5

Skill: Speak in a Complete Sentence of Five or More Words

Objective: Given a picture and oral directions, the student will tell about the picture in sentences using correct placement of subject, verb, and object. The correct sentence will consist of a minimum of five words.

Materials: Peabody Picture Cards,

Strategies: Display a series of pictures. The teacher encourages the student to identify a picture. When a picture is identified the teacher says a complete sentence about the picture. .The student repeats the teacher's sentence telling what the picture is about.

Repeat this activity allowing the student an opportunity to assume responsibility for dictating the sentence.

I am going on a trip to .....

I am going to take my .....

Have the student repeat the sentence, saying where they are going and what they would take with them.

Week 6

Skill: Recite Numbers/Prescribed Pattern

Objective: Given a sequence of four numbers presented orally by the teacher, the student will verbally reproduce the pattern of numbers correctly.

Materials: None

Strategies: Have the student exercise and repeat a four number sequence.

7-8-2-1
3-5-6-7
2-1-4-9
6-2-7-1
9-4-3-5

Repeating Game

Have student play a repeating game. Whisper four numbers to a student. Each student repeats the numbers heard. At the end of the circle the last child says orally what the numbers were. This game can be played using words or letters.

Postman Game

The teacher orally gives student four numbers to repeat. If the numbers are repeated correctly the student gets to deliver letters to the correct house.

Week 7

Skill: Identify Rhyming Words/Pictured Objects

Objective: Given a set of three pictures and a stimulus picture, the student will select the picture in each set that rhymes with the stimulus picture.

Materials:
Pairs of rhyming objects pictures
Ball
Nursery Rhyme Pictures

Strategies:

1. Nursery Rhymes
   Introduce the skill or rhyming by reading or reciting familiar nursery rhymes. Ask student to identify the words that rhyme.

2. Rhyme Ball
   The teacher begins by saying a word and rolling a ball. The student must answer with a matching rhyming word.

3. Match Rhyming Objects and Pictures
   (teacher-made or commercially prepared)
   Have the students match the objects and pictures or play a game of "Concentration" with other students.

Week 8

Skill: Recite a Nursery Rhyme, Poem or Fingerplay

Objective: The student will listen and recite nursery rhymes, fingerplays or poems.

Materials: Nursery rhyme pictures
Nursery rhyme records

Strategies: Using picture cards the teacher recites a rhyme, poem and fingerplay. The student retells the nursery rhyme, poem and fingerplay.

Using records have the student listen and recite nursery rhymes.

Week 9

Skill: Listen to a Story and Answer Questions

Objective: The student will listen to a story and answer question.

Materials: Picture Story Cards
Newsprint
Crayons

Strategies: Read two stories (The Three Bears and The Three Pigs). The teacher selects a student to act out an important event from one of the stories. The other students guess which story is being portrayed.

The teacher reads a story, the student draws a picture that illustrates the important event in the story. The teacher writes a dictated sentence about the drawing.

Read a story and display pictures that relate to the story. Students discuss the pictures and events in the story.

APPENDIX B

OBSERVATION CHECKLIST

LANGUAGE SKILLS EVALUATION CHECKLIST

Name _____ Date _____

Key below

	1	2	3
1. Discriminate Words Auditorily			
2. Repeat a Rhythm by Tapping and Clapping Patterns			
3. Improvise Words in a Song			
4. Follow a Three Step Command			
5. Speak in a Complete Sentence of Five or More Words			
6. Recite Numbers/Prescribed Pattern			
7. Identify Rhyming Pictured Objects			
8. Recite a Nursery Rhyme, Poem or Fingerplay			
9. Listen to a Story/Answer Questions			

Key: 1. No problem.
2. Some difficulty.
3. Needs Improvement.

APPENDIX C

WEEKLY EVALUATION

LANGUAGE SKILL TEST: 1
Discriminate Words Auditorily
Mastery Score: 8

DIRECTIONS: If the words are the same say "Yes." If the words are not the same say "No."

SAMPLE: ball-ball

1. cat-cat
2. red-red
3. cup-book
4. fun-fun
5. top-man
6. pan-blue
7. pig-pig
8. boy-girl
9. toy-toy
10. fell-can

The student is able to discriminate words auditorily.

SAMPLE: R W

1. R W
2. R W
3. R W
4. R W
5. R W
6. R W
7. R W
8. R W
9. R W
10. R W

LANGUAGE SKILL TEST: 2

Repeat a Rhythm by Tapping and Clapping Patterns

Mastery Score: 2

DIRECTIONS: Observe students tapping and clapping patterns.

The student tapped and clapped a pattern.

1.	Tapped Pattern	R	W
2.	Clapped Pattern	R	W

LANGUAGE SKILL TEST: 3
Improvise Words in a Song.
Mastery Score: 1

DIRECTIONS: Observe student improvising words in a song.

The student improvised words in a song.

R W

LANGUAGE SKILL TEST: 4
Follow a Three Step Command
Mastery Score: 4

DIRECTIONS: Listen and follow directions.

SAMPLE: Reach under the chair, pick up the book, and hand it to me.

1. Stand up, turn around and sit down.
2. Hold your arms straight in front of you, wiggle your fingers, stand up.
3. Touch your toes, touch your nose, touch your head.
4. Clap your hands, turn around and pick up the pencil.
5. Sit down, pick up the book, and close your eyes.

The student is able to follow a three step command.

SAMPLE: R W

1. R W
2. R W
3. R W
4. R W
5. R W

LANGUAGE SKILL TEST: 5

Speak in a Complete Sentences of five or More Words

Mastery Score: 1

DIRECTIONS: Show the student a picture from a story book. Have the student tell what is happening in the picture using at least five words.

The student did say a complete sentence of at least five words.

R W

LANGUAGE SKILLS TEST: 6

Recite Numbers/Prescribed Pattern

Master Score: 4

DIRECTIONS: Repeat the numbers exactly as the teacher says them.

SAMPLE: 5 3 9 6

1.	2	7	8	4	R	W
2.	4	3	1	5	R	W
3.	3	2	6	9	R	W
4.	7	4	2	3	R	W
5.	9	5	6	8	R	W

LANGUAGE SKILL TEST: 7
Identify Rhyming Words/Pictured Objects
Master Score: 4

DIRECTIONS: Make an X on the pictures whose name rhymes with the name of the first picture.

LANGUAGE SKILL TEST: 8
Recite a Nursery Rhyme, Poem, or Fingerplay
Mastery Score: 1

DIRECTIONS: Show pictures of familiar nursery rhyme. Using the tape recorder have students recite a nursery rhyme, fingerplay or poem.

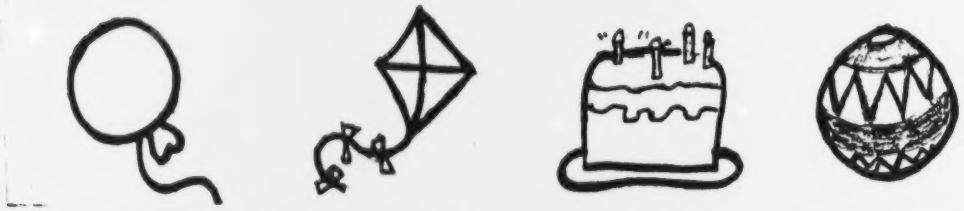
The student was able to recite a nursery rhyme, fingerplay or poem.

R W

LANGUAGE SKILL TEST: 9
Listen to a Story and Answer Questions
Mastery: 4

DIRECTIONS: Listen to the story and make an X on the pictures in each row that I tell you.

SAMPLE:



Stacey had a birthday party. Her mother bought her a ball. Her father bought her a kite. Make an X on what Stacey's father bought for her birthday.

1.

Sean earned money by mowing the yard. He decided to buy a football, bat and ball. Make an X on what Sean bought with his money.

2.

Joyce likes to go to the movies. She likes to eat popcorn and pizza at the movies. Make an X on what Joyce likes to eat at the movies.

3.

Diane likes to play with her friend Jamie. Tony likes to go for a walk with his dog. Make an X on who likes to go for a walk.

4.

Fran likes to make a snowman in the winter. She likes to fly her kite in the spring. Make an X on what Fran likes to do in the spring.

5.

John likes to go to the beach and play baseball in the summer. He likes to stay inside and watch TV in the winter. Make an X on the two things John likes to do in the summer.